

**THE EFFECTIVENESS OF USING SELF MONITORING APPROACH
TO READING AND THINKING (SMART) STRATEGY IN STUDENTS'
READING COMPREHENSION AT THE FIRST SEMESTER
OF EIGHTH GRADE OF SMP N 1 PULAUPANGGUNG
IN THE ACADEMIC YEAR 2019/2020**



A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By:

**SHELYA ATHAMI
NPM. 1411040352**

Study Program : English Education

Advisor : Meisuri, M.Pd

Co-Advisor : Satria Adi Pradana, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
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ABSTRACT

One of the most important skills in English is reading. It is often considered as the most difficult by the students. This problem was also faced by the students of the eighth grade of SMP N 1 Pulaupanggung. Some strategies were needed by teacher to overcome that problem. One of the strategies is Self Monitoring Approach to Reading and Thinking (SMART) Strategy. The objective of this research to know whether the use of Self Monitoring Approach to Reading and Thinking (SMART) Strategy effective for teaching reading comprehension of recount text at the first semester of eighth grade of SMP N 1 Pulaupanggung in the academic year 2019/2020.

The design of this research was used quasi experimental design. The sample of this research was two classes there were experimental class and control class. In the experimental class, the researcher used “Self Monitoring Approach to Reading and Thinking” strategy. The treatments were held in 3 meetings. In collecting the data the researcher conducted pre-test and posttest by serving a multiple choice test which consists of 20 items for each tested.

The result of analyze the data by SPSS it showed that the mean score of pre-test in experimental class was 60.00 and 76.00 for post-test. Moreover, in the table of hypothetical test, it can be seen that $Sig = 0.005$ and $\alpha 0.05$. It proved that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted because $Sig < \alpha = 0.005$. In the other words, “Self Monitoring Approach to Reading and Thinking” strategy could significantly improve students’ reading comprehension of recount text at the eighth grade students of SMPN 1Pulaupanggun in the academic year of 2019/2020. The researcher hope that this result will affect anyone who is involved in education field especially for English teacher.



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBİYAH DAN KEGURUAN

Alamat: Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703289

APPROVAL

Title

THE EFFECTIVENESS OF USING SELF MONITORING APPROACH TO READING AND THINKING (SMART) STRATEGY IN STUDENTS' READING COMPREHENSION AT THE FIRST SEMESTER OF EIGHTH GRADE OF SMP N 1 PULAUPANGGUNG IN THE ACADEMIC YEAR 2019/2020.

Student's Name

Shelya Athami

Student's Number

1411040352

Study Program

English Education

Faculty

Tarbiyah and Teacher Training

APPROVED


To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, the State Islamic University,
Raden Intan Lampung

Advisor,


Meisuri, M.Pd

NIP. 198005152003122004

Co-advisor,


Satria Adi Pradana, M.Pd

NIP. 198602182015031005

**The Chairperson of
English Educational Program**


Meisuri, M.Pd

NIP. 198005152003122004



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703289

ADMISSION

A thesis entitled: **THE EFFECTIVENESS OF USING SELF MONITORING APPROACH TO READING AND THINKING (SMART) STRATEGY IN STUDENTS' READING COMPREHENSION AT THE FIRST SEMESTER OF EIGHTH GRADE OF SMP N 1 PULAU PANGUNG IN THE ACADEMIC YEAR 2019/2020**, by: **SHELYA ATHAMI, NPM: 1411040352**,

Study Program: English Education was tested and defended in the examination session held on Thursday, January 2nd 2020.

Board of Examiners:

The Chairperson : Iwan Kurniawan, M.Pd.

The Secretary : Septa Aryanika, M.Pd.

The Primary Examiner : Fithrah Auliya Ansar, M.Hum.

The First Co- Examiner : Meisuri, M.Pd.

The Second Co- Examiner : Satria Adi Pradana, M.Pd.

The Dean of

Tarbiyah and Teacher Training Faculty



Prof. Dr. Hj. Nirva Diana, M.Pd.

NIP.196408281988032002

DECLARATION

Hereby, I stated this thesis entitled “The Effectiveness of Using Self Monitoring Approach To Reading and Thinking “SMART” Strategy in students’ reading comprehension at the first semester of eighth grade of SMP N 1 Pulaupanggung in the academic year 2019/2020” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



Wayharong, 2019
Declared by

Shelya Athami
NPM. 1411040352

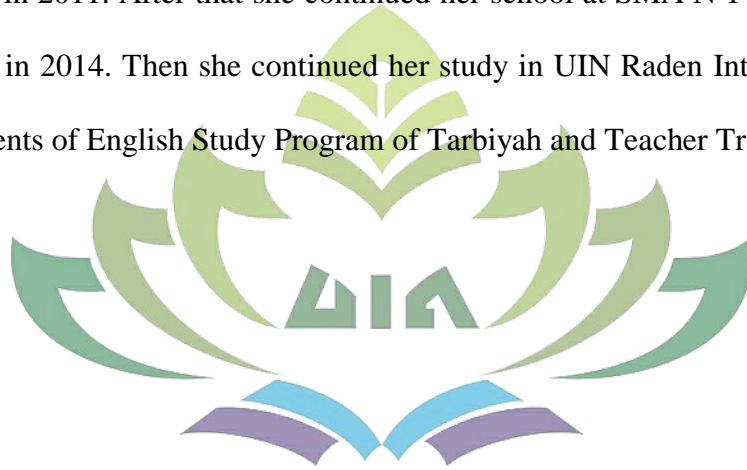
DEDICATION

From the depth of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved Father and Mother, Mr. Hamidi Mrs. Sri Yatun, I cannot say anything because a thousand words nothing means to your kindness, I just can say I really proud of having you as my parents.
2. My beloved brother and sisters, Yogi Pranata, Suci Ramadhani, Shavira Amelya Athami who always give me support and motivation.
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4. My Almamater UIN Raden Intan Lampung.
5. My Organization GMNI Bandar Lampung.

CURRICULUM VITAE

Shelya Athami was born on April 24th, 1996 in Wayharong, Air Naningan, Tanggamus. She is the first child of Mr. Hamidi and Mrs. Sri Yatun. She has one beloved brother. The name is Yogi Pranata and she has two sisters. Their names are Suci Ramadhani and Shavira Amelya Athami. She accomplished her formal education Elementary school at SD N 1 Wayharong finished in 2008. After that she continued her school at Junior High School at SMPN 1 Pulaupanggung finished in 2011. After that she continued her school at SMA N 1 Pulaupanggung finished in 2014. Then she continued her study in UIN Raden Intan Lampung as the students of English Study Program of Tarbiyah and Teacher Training Faculty.



The researcher

Shelya Athami

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Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weakness in this thesis. Therefore, the researcher sincerely welcomes criticism and suggestion from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the readers generally, especially for those who are involved in English teaching profession

Bandar Lampung, 2019

SHELYA ATHAMI
NPM 1411040352

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CHAPTER I INTRODUCTION

A. Background of the problem

English is considered as a foreign language rather than a second language in Indonesia. The less use in daily conversation as stated by Cahyono & Widiati.¹, is the reason why it runs that way. Differently with its neighbor countries, such as Singapore, Malaysia, and Philippines that English is used in almost every aspect of the people's life. However, at certain levels or circumstances, the language is commonly used. In an academic environment, as example, English is familiar to be used in communication between scholars. There so, the staffs of offices use English by code -mixing and code-switching in Indonesian and English. Based on this background, the field of teaching and learning English is still large to be done in Indonesia.²

In Indonesia, English considered as the first foreign language and taught formally from kindergarten level to the university level. It says that English is learnt for all level of education in Indonesia. There are four skills in English such as listening, reading, speaking and writing. One of the language skills is reading. Day and Bamford stated that reading is construction of meaning from a printed or written message.³The construction of meaning

¹Cahyono, B.Y&Widiati, U. 2001.*The Teaching of English as a Foreign Language in Indonesia*. Malang: State University of Malang Press

²Pradana, Satria Adi, *English Education(jurnal Tadris Bahasa Inggris, Volume.10,1 (2017)p.1*

³Day,Richard R and Bamford Juliana. 1998. *Extensive Reading in the Second Language Classroom*. USA : Usage.

involves the reader connecting information from the written message with previous knowledge to arrive at meaning at an understanding.

According to Day and Bamford, reading is process of constructing meaning from written text through the interaction of the readers' knowledge and the readers' interpretation of the language that the writer is used in constructing the text.⁴ Cahyono stated that reading is about understanding written texts. It is a complex activity related process: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Meanwhile, comprehension is the process of making sense words, sentences and connected texts. Readers typically make use of their background knowledge, vocabulary, grammatical knowledge, experience with the text and other strategies to help them understand the written text.⁵

In other word, Reading comprehension as an active process a reader made to construct meaning from a text. This process which consists of using an interaction between a prior knowledge, and drawing inferences from the different words and expressions the writer uses, in order to comprehend information, ideas and viewpoints. Reading comprehension skill shows the ability of someone when they are understand the meaning of the text.

⁴Op.Cit

⁵Cahyono, Bambang, Y and Mukminatien, N. 2011. *Techniques and Strategies to Enhance Language Learning*. Malang: State University of Malang Press

In fact, besides doing interviews the teacher, the researcher also conducted a questionnaire to some student. The students have difficulties in reading comprehension. They are also difficult to do exercise and find the information especially in recount text.

Based on the preliminary research, many students of the eighth grade of SMP N 1 Pulaupanggung faced the difficulties in understanding the text in reading comprehension in recount text. To get the data of preliminary research the interview schedule was applied to the English teacher and the students of SMP N 1 Pulaupanggung.

TABLE 1
Students' score of Reading comprehension in Recount Text at Eighth Grade
Students first semester of SMP N1 Pulaupanggung in Academic Year 2019

| No. | Class | Score < 70 | Score ≥ 70 | Number of Students |
|-----|------------|------------|------------|--------------------|
| 1 | VIII A | 20 | 12 | 32 |
| 2 | VIII B | 22 | 11 | 33 |
| 3 | VIII C | 21 | 9 | 30 |
| 4 | VIII D | 22 | 10 | 32 |
| 5 | VIII E | 20 | 12 | 32 |
| 6 | VIII F | 19 | 11 | 30 |
| | Total | 124 | 65 | 189 |
| | Percentage | 65,60% | 34,40% | 100% |

Source; English Teacher's document of SMP NEGERI 1 Pulaupanggung

From the data of preliminary research in Table 1, it can be seen that the students' got the score under minimum reading comprehension in recount text. While, there were 65,60% and the researcher got the percentage data from questionnaire with students in SMP N 1 Pulaupanggung.⁶ From the data of the interview at SMP N 1 Pulaupanggungan January, 8th 2019 it's showed that the

⁶ The result of percentage questionnaire with students in preliminary score

students' ability in reading comprehension is under average especially in recount text. It happened because of some problems. The students failed to comprehend the text because the students don't understand the meaning of the text given by the teacher and difficult to recognize a main idea or topic sentence and detail of each paragraph in a recount text and also difficult to find information in a text. Commonly, they need teacher's help to read the word by word or sentence by sentence and the students do not have good motivation to read because the text is not interesting and the students feel that reading activity is boring. So, the students become passive and lazy to read exactly to read book.

In addition, the factors causing the low level of students' reading skill is the strategies that used in the learning process. In this case the teacher did not use specific strategies for teaching reading, but from the result of interview, the teacher actually used Listen-Read-Discuss strategy. Furthermore, in this research uses LRD as acronym for Listen-Read-Discuss strategy. Technically that is, first the students listen the explanation about the material from the teacher. Second, the teacher asks the students to read the text to get their comprehension. Finally, the teacher guides the students to discuss to know the students' comprehension about the text. The teacher strategy in reading comprehension was not interesting enough. In this condition, the classroom teaching process is teacher centered so that the students become passive.

The condition of classroom was not conducive, because the students felt bored in the learning process often did not pay attention when the teacher

was presenting material in learning process. It is difficult for the students to understand reading in achieving the objectives of learning. It can also affect the students' language skill. It is not necessary that LRD is not good strategy, although at some points the student will feel bored if just sit, keep silent and listen.

Besides conducting an interview with the teacher, some students were also interviewed to know the necessity and the weakness of students. Students responded that they found difficulties in comprehending reading text so they could not answer the question well.⁷ It happened because they do not have enough good knowledge in reading comprehension.

In order to minimize the problem, the teacher should take an immediate respond and the teacher should be able to apply a certain strategy and an approach to improve students' reading comprehension and make them enjoy the teaching and learning process. It can be confirmed that one of the problems the teacher has in teaching English is how to make the students' reading active in comprehending the reading materials. Because English teacher must love her job, that'll the lessons more interesting.⁸

Based on the result of preliminary research, concerning with the problems that student faced, the researcher is attempting to solve the problems by using SMART strategy. This strategy is expected to help the students to find the vocabulary meanings in order to comprehend the text easily.

⁷ The Eighth Grade Students of SMP N 1 Pulaupanggung, (Tanggamus: An Interview, 2019), (Unpublished). see *APPENDIX 2*

⁸ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 2007), p. 1

According to Vaughan and Estes as cited on Sejnost, the Self-Monitoring Approach to Reading and Thinking fosters students' ability to concentrate on how their reading is progressing.⁹ It requires that students, as they read, determine what they actually understand and what they do not understand and then present them with some fix-up strategies to help them persist through the reading until they are able to make full sense of what they have read. So, this strategy is used to monitor their reading comprehension in reading text.

Okanlawon stated that Self-Monitoring Approach to Reading and Thinking strategy can be adopted in improving the reading comprehension skills of students. This is because SMART strategy has been found to help matured readers in self-assessing their reading comprehension.¹⁰

According to Buehl, Self-Monitoring Approach to Reading and Thinking can be applied in teaching reading. It helps students get idea based on the premise that successful readings begins with recognizing what is understood and not understood in a passage. By using system mark, the students could use checklist mark (√) in the margin if they understand and a question mark (?) if they did not understand the meaning of the text.¹¹

It supported by previous research conducted by Nurkhadijah. She conducted a research in SMA KEMALA BHAYANGKARI which entitled "Self Monitoring Approach to Reading and Thinking (SMART) strategy for

⁹ Roberto L. Sejnost. *Tools for Teaching in the Block*. (California: SAGE. 2009). p. 119

¹⁰ Okanlawon, A. *Using Appropriate Strategies to Improve Students' Comprehension*. An International Multidisciplinary Journal, Ethiopia Vol.5(4), Serial (21).221-224

¹¹ Buehl, Doug. *Classroom Strategies for Interactive Learning: Second Edition*. International Reading Association, (Newark: Delaware.2001) p.130

improving students' ability to comprehend descriptive texts to the tenth grade students on SMA Kemala Bhayangkari 1 Kubu Raya Regency” She basically focused on the improving students' ability with this strategy, especially how the students can solve their problem in reading activities by using this strategy. The result show that the SMART strategy was effective used in teaching reading descriptive texts comprehension.¹²

Furthermore, previous research conducted by Sukowati which entitled the use of Self Monitoring Approach to Reading and Thinking Strategy to improve reading comprehension. She conducted research in SMA N 1 Balai. The result showed that the SMART strategy has more significant effect than teaching reading comprehension. The different between previous research and present research, the previous research used SMART strategy to teach descriptive text and use SMART to improve reading comprehension meanwhile the present research used SMART strategy to tech Recount Text.

Based on the background above, it was conducted a research entitled “The Effectiveness of Using Self Monitoring Approach to Reading and Thinking (SMART) Strategy in Students' Reading Comprehension at The First Semester of Eighth Grade of SMP N 1 Pulaupanggung in the academic year 2019/2020”

¹² Rambe, Nurkhadijah. *Self Monitoring Approach to Reading and Thinking (SMART) strategy for improving students' ability to comprehend descriptive texts to the tenth grade students on SMA Kemala Bhayangkari 1 Kubu Raya Regency*, 2013

B. Identification of the Problem

Based on those conditions, some problems are identified as follows:

1. The students are lack of comprehension of the texts.
2. The students feel difficult to understand the meaning of the text.
3. The teacher's strategy was not interesting enough.

C. Limitation of the Research

From the identification of the problems above, the research focused on the effectiveness of using "SMART" strategy in students' reading comprehension at the first semester of the eighth grade of SMP N 1 Pulaupanggung in the academic year of 2019/2020.

D. Formulation of the Problem

Based on the identification of the problems and the limitation above, the problem was formulated as follow:

Is there any significant effect of using "SMART" strategy in students' reading comprehension at the first semester of the eighth grade students of SMP N 1 Pulaupanggung in the academic year of 2019/2020?

E. Objective of the Research

The objective of the research is to find out a significant effect of using "SMART" strategy in students' reading comprehension at the first semester of the eighth grade of SMP N 1 Pulaupanggung in the academic year of 2019/2020.

F. Significance of the Research

In line with the objective, the results of the research are expected to have the following significances:

a. Theoretically

Theoretically, the result of the research was expected to support the theory which explained in the next chapter about the effectiveness of using “SMART” strategy in students’ reading comprehension at the first semester of the eighth grade of N 1 Pulaupanggung in academic year of 2019/2020.

b. Practically

a) For the students

The students get easy strategy to comprehend the text by SMART strategy especially in recount text.

b) For the teachers

The teacher applied SMART strategy especially at the eighth grade of SMP N 1 Pulaupanggung in academic year of 2019/2020 that SMART strategy is more effective will be used in teaching reading comprehension.

G. Scope of the Research

The scopes of the research are as follows:

1. Subject of the research

The subject of the research is the students of first semester of eighth grade of SMP N 1 Pulaupanggung.

2. Object of the Research

The object of the research is the effectiveness of “SMART” strategy in reading comprehension.

3. Place of the research

The research was conducted at SMP N 1 Pulaupanggung

4. Time of the research

The research was conducted at the eighth grade students of the first semester at SMP N 1 Pulaupanggung in academic year of 2019/2020.



CHAPTER II LITERATURE REVIEW

A. Frame of Theory

1. Concept of Learning English as a Foreign Language

Foreign language is defined as a language in which the secondary environment is not observed and the people of linguistically foreign societies use such language.¹ English as a foreign language is generally taken to apply to students who are studying general English at school and institutes in their own country or as transitory visitors in a target language country.² For language learners in Indonesia, where English is not spoken in the society, accuracy has been the focus in learning English.³ English is learned in the classroom where students learn its grammar and improve their skills by correcting the errors in sentences. Learning English as a foreign language is not so difficult if students do a lot of practice and are exposed to situations that contain English elements. Therefore, they should practice their English regularly both inside and outside the classroom as learning English as a foreign language requires extra efforts.

¹ M.F Patel and Praveen M. Jain, *English Language Teaching* (Vaishali Nagar: Sunrise, 2008), p.35

² Jeremy Harmer, *How to Teach Writing* (New England: Pearson Education Limited, 2004), p.39

³ Ag. Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta: Graha Ilmu, 2006), p.21-22

2. Concept of Reading

Patel defines reading as an active process which consists of recognition and comprehension skill.⁴ While reading, the reader is engaged in an activity to comprehend and obtain information from text, as well as to understand what the writer mean. Moreover, reading is an incredibly active occupation, in which to do it successfully, we have to understand what the words mean.⁵ By understanding what they are reading, the readers will find it easier to deduce the main ideas from the text and their reading activity will be successful. Although reading is something many of us take for granted,⁶ Brown suggests that it would be best developed in association with writing, listening, and speaking activities.⁷

In short, reading is the reader's activity to extract information and build comprehension out of text using eyes and brain in order to make sense of what the writer thinks in his or her writing. Reading is a paramount skill for students, in which they bring in their background knowledge of the world to influence their achievement in reading comprehension.

⁴ M.F Patel and Praveen M.Jain, *English Language Teaching* (Methodes, Tools & Technique) (Vaishali Nagar: Sunrise, 2008), p.113.

⁵ Jeremy Harmer. *How to Teach English*, (London : Person Education Limited. 1998), p.70.

⁶ William Grabe, *Reading in A second language: Moving from Theory to Practice*, (New York: Cambridge University Press, 2009), .4.

⁷ H. Douglas Brown. *Teaching by Principle, An Interactive Approach to Language Pedagogy*, (London: Pearson Education. 2001), p. 298.

3. Concept of Reading Comprehension

Comprehension is an active process in the construction of meaning from connected text, which involves word knowledge (vocabulary) as well as thinking and reasoning; therefore, comprehension is not a passive process, but an active one.⁸

Comprehension is the center of reading.⁹ According to Caldwell, comprehension is the ability to understand completely and be familiar with a situation and fact. Comprehension is not a single unitary process. It starts from the moving of words on the page to meaning in the mind, the recognition of individual words by using memory and knowledge of letter and sound patterns, the matching between the resulting pronunciation and meaning, and finally the connection of these words into idea units.¹⁰ In reading comprehension process, the reader is trying to interpret the context based on what he is reading.

The comprehension skills are cumulative in that one is built on the others. There are a number of criteria commonly used in measuring students' reading comprehension ability, including:

- a. main idea (topic);
- b. phrases in context;
- c. inference (implied detail);
- d. grammatical features;

⁸Elizabeth pang, S. muaka.Angaluki.Benbartd. B.ElizabethKamil, Lmachel. *Teaching reading*, (Chicago:International academy of education. Series-12,2003), p.14.

⁹ Karen Tankersley, *Threads of Reading: Strategy for Literacy Development*, (Beauregard: Library of Congress Cataloging in Publication Data,2003), p.90.

¹⁰ Joanne Schudt Caldwell, *Comprehension Assessment a Classroom Guide*, (New York: the Guildford Press, 2008), p.5.

- e. stated detail;
- f. excluding unwritten facts (unstated detail);
- g. supporting ideas; and
- h. vocabulary.¹¹

These criteria are developed into reading comprehension questions that will measure how much students understand the text they are reading. In other words, the criteria represent aspects related to students' comprehension level on the content of the text they are reading.

4. Concept of Text Genre

There are many types of texts that constitute the genre content in the English curriculum in secondary schools, which include

- (1) recount (retelling of past events to inform or entertain);
- (2) report (description of facts, particularly related to natural or social phenomena);
- (3) analytical exposition (persuading the reader that an idea is important);
- (4) news item (retelling of newsworthy events);
- (5) anecdote (account of unusual or amusing incident);
- (6) narrative (stories, primarily fictitious, to entertain the readers);
- (7) procedure (description on how something is accomplished through a sequence of actions);
- (8) descriptive (description of particular thing, person or place);

¹¹H.Douglas Brown, *Language Assessment a Classroom: Principle and Classroom Practice*, (New York: Pearson Education, 2004), p.206.

- (9) hortatory exposition (persuading the reader that something should or should not be done);
- (10) explanation (description of processes involved in natural or social phenomena);
- (11) discussion (presentation of different points of view on an issue);and
- (12) review (a critique of popular art works for the public audience).

Students are taught about these types of text and expected to have the comprehension skills when reading such texts.¹²

5. Concept of Recount Text

Every text genre has its own social function, language features, and generic structure. The current research will focus on recount text.

a. Definition of Recount Text

Recount is a type of text which retells actions or events happening in the past. In other words, a recount presents past experiences through a series of events in detail.¹³ A recount is usually retold in the order in which the events occurred to provide the readers an accurate description of what occurred and when they occurred.¹⁴ Recount is the simplest text type in the genre, and formally it does little more than sequences a series of events.¹⁵

¹² Linda Gerot, et.al., *Making Sense of Functional Grammar* (Cammeray: Antipodean Educational Enterprises, 1995), p.192-205

¹³ Bambang Yudi Cahyono, *Teaching English by using various text type*, (Malang: State University of Malang Press, 2011), p.14

¹⁴ Mark Anderson and Kathy Anderson, *The Types in English*, (South Yarra: Macmillan Education Australia PTY LYD, 1998), p.24.

¹⁵ Petter Knapp and Megan Watkins, *Genre Text and Grammar*, (Sydney: University of New South Wales, 2005), p.223.

b. Social Function of Recount text

The general purpose of a text is called its social function, an important part in writing genre. A recount text serves to inform and, in some cases, to entertain as it commonly contains interesting past experiences.¹⁶

c. Language Features of Recount text

Gerot and Wignell define the linguistic features of a recount text as follows:

- (1) Introducing personal participants: *I, my group, my family*, etc.;
- (2) Use of chronological connectors: *first, then, next, afterwards*, etc.;
- (3) Use of linking verbs: *was, were, became, looked*, etc.;
- (4) Use of action verbs: *walked, shopped, went, talked*, etc.; and
- (5) Use of the past simple tense.¹⁷

d. Generic Structure of Recount Text

The generic structure of a recount text comprises at least three consecutive parts:

- 1) The orientation (introduction of settings and participants);
- 2) The events (the sequence of what happens in the story); and
- 3) The re-orientation (optional comments on the events). Below is an example of recount.

¹⁶Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Gerd Stabler, 1994), p.194.

¹⁷Quantum Enterprise Education, Recount text, taken from: <https://Thinkquantum.wordpress.com/2009/11/11/recount-text/>.

Example of Recount Text

| My Holiday in Bandung | |
|--|---|
| Orientation | Last week, I went to Bandung. I spent my holiday there. I went to Bandung by train. |
| Events | <p>In the first day, I went to Bandung zoo because I loved animals. The ticket price was only Rp.20.000. There were many kinds of animals kept at the zoo.</p> <p>In the second day, I went to the geological museum and talked with the guide about geology. It made me know more about geology. I saw collections of rocks there.</p> <p>After that, I went to Bandung train station because I had to go home to Cirebon.</p> |
| Re-orientation | My holiday in Bandung was only two days but it was very interesting. |
| <p><i>Source: Kumpulan Soal Latihan Ujian Nasional untuk SMP, Sukses UN 2016. http://contohcontohteks.blogspot.co.id/2016/03/recount-text-kumpulan-contoh-recount.html</i></p> | |

Figure 1 Example of Recount Text

e. Concept of SMART Strategy

1) Definition of SMART Strategy

Based on Buehl Self-Monitoring Approach to Reading and Thinking (SMART) strategy is a strategy in teaching reading that helps students to get ideas based on the premise that successful

reading begins with recognizing what is understood and what is not understood in a passage.¹⁸

According to Crilly, SMART strategy help students to think about how their reading is proceeding; it assists them in knowing what sorts of questions they need to ask themselves while reading a passage to obtain its meaning.¹⁹ This strategy helps students to develop metacognitive skills that they can monitor their own comprehension. This strategy requires students to check for understanding and re-read portions that they do not understand. This strategy can monitor students to be aware of what they do understand and identify what they do not understand. Moreover, to use appropriate strategies can resolve students' problems in reading comprehension. SMART strategy aims at improving students' deep understanding through questioning and analyzing the problem they encounter throughout reading activities.

Based on those statement, it can be concluded that SMART is a strategy in reading that provides students with a system for monitoring their reading success by understanding rather than memorizing the text.

¹⁸ Doug Buehl. *Classroom Strategies for Interactive Learning*. (Hawaii: International Reading Association, 2009), p. 182

¹⁹ Crilly. *Reading Strategies: Self Monitoring Approach to Reading and Thinking*. Delaware, (USA: International Reading Association. 2002)

2) Advantages of SMART Strategy

SMART strategy offers the following advantages:²⁰

- a) Text coding while reading is a powerful strategy that helps students retain their thinking and create a personal understanding of an author's message.
- b) Students come to realize that comprehension is the result of the interplay between an author's words and a reader's thinking.
- c) Students become accustomed to listening to their inner dialogue about a text as they read.
- d) Students are provided with a system to verbalize their problem solving through difficult text, and are encouraged to attempt fix-up strategies rather than give up or accept partial comprehension of a passage.
- e) Students become involved in summarizing the material in their own words, thus helping them to remember as well as understand.

Vaughan and Estes propose other advantages of SMART strategy as follows:²¹

- a) Students are provided with a system that helps the actively monitor their reading success.
- b) Students learn to verbalize what they do and do not understand in a reading.

²⁰Doug Buehl. *Classroom Strategies for Interactive Learning*. (Hawaii: International Reading Association, 2009), p. 182

²¹Reading and Reasoning beyond the Primary Grades http://www.projectcriss.com/pdf_files/3_W95_BUEHLREADING.PDF

- c) Students are encouraged not to be satisfied until an entire reading makes sense, and they are given specific steps to try to clear up trouble spots.
- d) Students become involved in putting the material into their own words thus helping them to remember as well as understand it.

Based on the explanation above, it can be concluded that the teacher should follow the procedure of “Self Monitoring Approach to Reading and Thinking” strategy one by one. The researcher will be used procedure by Sejnost to teaching reading comprehension in recount text in experimental class. This procedure is a guide for the teacher in teaching reading. The students can be easier to catch their main idea in reading with “Self Monitoring Approach to Reading and Thinking” procedure.

3) Disadvantages of SMART Strategy

However, SMART strategy comes with the following cautions:

- a) It is difficult to change students’ old study habits.
- b) It takes more energy to ask questions and develop summaries than it does to let the students passively read printed pages.²²

The advantages of the strategy will certainly outweigh its disadvantages, helping teachers to focus on improving the students’ reading comprehension, particularly in recount text. This research will make use of the new strategy to change the old strategy, and

²² Loraine Blaxter, Cristina Huges, & Malcolm Tight, *How to research* (4thed) (New York: University Press,2010), p.115

encourage the students to develop reading comprehension skills, including dealing with comprehension-related questions.

4) Procedure of Teaching Reading through SMART Strategy

Buehl explained Self Monitoring Approach to Reading and Thinking Strategy as follow:

a. Read

Read a section of the text. Using a pencil, place a tick next to each paragraph that you understand. Place a question mark (?) next to each paragraph that contains something you do not understand.

b. Self-Translate

At the end of each section, stop and explain to yourself, in your own words, what you read. Look back at the text as you go over the material.

c. Troubleshoot

Go back to each (?) and see if you can make sense of the paragraph. Re- read the trouble spot to see if it now makes sense. If it still does not make sense, pinpoint a problem by figuring out why you are having trouble: is it a difficult word or unfamiliar vocabulary? is it a difficult sentence or confusing language?, is it a subject about which you know very little?

Try a fix-up strategy use the glossary or some other vocabulary aid, look over the pictures or other graphics, examine other parts of the text, explain to yourself exactly what you do not understand or what confuses you. Get help, asks a friends or your teacher.²³

According to Sejnost the SMART procedure are as follows:

1. Assign students a chunk of text to read
2. As they read, instruct them to lightly mark a \checkmark in pencil next to each paragraph that they clearly understand and to mark a ? next to any paragraph that contains material that they do not understand
3. when students read the end of the chunk of material, ask them to retell in their own word, what they have read . Encourage them to look back at the text to help them report out
4. next, ask the student to concentrate on the paragraph they have marked with a ? and engage in any of the following fix-up strategies.²⁴

It can be concluded that the procedure of SMART strategy are as follows:

- a) The teacher gives the students a chunk of text to read.
- b) The teacher asks the students to lightly mark a checklist (\checkmark) next to each paragraph that they have clearly understood and a question mark (?) next to any paragraph that they have not.

²³Buehl, Doug. 2001. *Classroom Strategies for Interactive Learning; Second Edition*. International Reading Association, (Newark: Delaware.2001)p.130

²⁴Roberto L. Sejnost. *Tools for Teaching in the Block*. (California: SAGE. 2009). p.

c) When the students have reached the end of the chunk of material, the teacher asks the students to retell what they have read in their own words.

d) The teacher asks the students to concentrate on the paragraph they have marked with a question mark (?) and to engage in any of the following fix-up strategies:

(1)The teacher asks the students to reread the difficult paragraph in an effort to make sense of it.

(2)The teacher asks the students to isolate the problem.

(3)The teacher asks the students to look up vocabulary in the glossary or dictionary.

(4)The teacher asks the students to look over other parts of the chapter such as the introduction, summary, chapter questions, pictures, or other graphics.

(5)The teacher asks the students to try to focus on exactly what they do not understand or what confuses them.

(6)The teacher helps the students to understand the text.

4) Teaching Reading Comprehension in Recount Text by Using SMART Strategy

In this research, the teachers teach reading comprehension in recount text through SMART strategy. The instructional steps consist of pre-activities, while-activities, and post-activities. The procedure is listed as follows:

a) Pre-activities

- (1) The teacher greets the students.
- (2) The teacher explains the strategy in learning reading comprehension skills and selects the material.

b) While-activities

- (1) The teacher asks the students to read a recount text.
- (2) The teacher asks the students to write down a checklist mark (√) next to every paragraph that they have clearly understood and a question mark (?) next to any paragraph that they have not really understood.
- (3) When the students have reached the end of the chunk of material, the teacher asks the students to retell what they have read in their own words.
- (4) The teacher asks the students to concentrate on the paragraph they have marked with a question mark (?) and to engage in any of the following fix-up strategies:
 - (a) The teacher asks the students to reread the difficult paragraph in an effort to make sense of it.
 - (b) The teacher asks the students to isolate the problem.
 - (c) The teacher asks the students to look up vocabulary in the glossary or dictionary.

(d) The teacher asks the students to look over other parts of the chapter such as the introduction, summary, chapter questions, pictures, or other graphics.

(e) The teacher asks the students to try to focus on exactly what they do not understand or what confuses them.

(f) The teacher helps the students to understand the text.

c) Post-activities

(1) The teacher asks the students to draw conclusion about the material.

(2) The teacher closes the class.

f. Concept of Listen-Read-Discuss (LRD) Strategy

1) Definition of Listen-Read-Discuss (LRD) Strategy

Listen-Read-Discuss (LRD) is a reading comprehension strategy especially designed for struggling readers, with its three stages representing the phases before, during, and after all reading lesson formats.²⁵ Listen-Read-Discuss (LRD) is a comprehension strategy that builds students' prior knowledge before they read a text, using a short lecture delivered orally by the teacher or a guide or graphic organizer that helps the students follow the information.²⁶ The stages of the strategy are divided into three: *first*, the students listen to

²⁵Dewi Sri Murni, *Improving Students' Reading Comprehension Thought Listen-Read-Discuss (LRD) Strategy (A Classroom Action at Class X-1 of SMA Negeri 1 Musuk Boyolali in 2014/2015 Academic year)*.

²⁶ John E. Trowbridge, *Reading in the Content Areas*, (Washington: Louisiana Public Broadcasting, 2002), p.11

the explanation about the material from the teacher; *second*, the teacher asks the students to read the text to grasp a sense of general comprehension; and *third*, the teacher guides the students to discuss about the text for further comprehension. Listen-Read-Discuss (LRD) is valuable for building students' prior knowledge and evoking discussion among them. It is also effective for classroom reading activities, either within a small group or in a whole class setting.

2) Advantages of LRD Strategy

Purwanti recommends the following advantages of LRD within classroom setting:

- a) It helps students comprehend material presented orally.
- b) It builds students' prior knowledge before they read a text.
- c) It engages struggling readers in classroom discussion.²⁷

3) Disadvantages of LRD Strategy

However, teachers should safeguard LRD application from the following:

- a) LRD is difficult to use on a daily basis because developing a lecture and building students' prior knowledge are time-intensive.
- b) The teacher must be selective and choose specific texts in which the students lack prior knowledge about and need more support with LRD text.²⁸ Teacher interaction in the learning process is important because the teacher serves as both advisor and mentor

²⁷ Sri Erma Purwanti, *The Use of LRD (Listen-Read-Discuss) Strategy to Improve Students' Reading Comprehension of the Second Grade Students at SMP N.2 Tembilang Kota* (<http://digilib.uir.ac.id/dmdocuments/ing.sri%20erma%20purwanti.pdf>)

²⁸ *Ibid*

throughout the lesson to ensure the learning process is running optimally.

One should pay attention to the time constraints in material presentation within school settings, which leads to the need for greater intensity of reading outside of school hours in order to achieve learning objectives.

Based on the explanation above teacher must be explanation more to the students about materials. Teacher must choose the material with simple sentences before giving in to students like a SMART strategy.

g. Procedure of Using LRD Strategy

According to Trowbridge, LRD have three core steps: *first* is “listen”, in which the teacher presents a lecture on the content of the reading, and may include graphic organizer to provide additional information; *second* is “read”, in which the students read the selection, guided by the idea that the reading may provide a different understanding or interpretation of the content; and *third* is “discuss”, where the teacher leads a classroom discussion on the materials, encouraging students to reflect on the differences between their reading of the content and the teacher’s presentation.²⁹ In LRD, the students listen to the teacher’s explanation about the material, read the text to build their comprehension, and finally discuss how well they have comprehended the text they read.

²⁹ John E. Trowbridge, *Op Cit*, p.12

h. Teaching Reading Comprehension in Recount Text by Using LRD Strategy

The following is the possible procedure in teaching reading comprehension in recount text using LRD:

1) Pre-activities

- a) The teacher greets the students.
- b) The teacher checks the student attendance.
- c) Brainstorming ideas: questions and answers related the theme. The teacher asks the students about their unforgettable experience/moment.

2) While-activities

- a) The teacher gives the text material to each student.
- b) The teacher asks the students to listen the explanation about the material.
- c) The teacher asks the students to read the text silently.
- d) The teacher guides the students to discuss their understanding of the text with other students.

3) Post-activities

- a) Making the conclusion about the material.
- b) The teacher closes the class.

B. Rationale

Best on the theories, it is assumed that SMART strategy toward reading comprehension can effective for increase students' reading comprehension, help students to understand the information of the text. So, the students will be easier to find out the main idea of the text. In order word, students' reading comprehension is still under average. Therefore the strategy must be appropriate to the students' level ability. The strategy is also applicable to avoid boredom among students due to monotonous learning materials and classroom instruction. Yet, the teacher should take into account students' ability level before adopting the strategy.

SMART strategy is one of the strategies that can be effectively applied by the teacher in the teaching-learning or reading comprehension, particularly recount text. SMART strategy can suit students' needs as well as relatively flexible to allow active and enjoyable learning.

It means that teaching strategy must appropriate with the students need in reading comprehension primarily in recount text. SMART is one of strategies that can be used by the teacher in teaching learning reading. SMART is one of strategies to show the active role of readers and for supporting comprehension of informational text. Based on the statement above, it is assumed that Self Monitoring Approach to Reading and Thinking (SMART) Strategy is suitable for teaching reading on recount text because SMART will help the students to comprehend the text.

C. Hypothesis

The following hypothesis is thus proposed:

Ha : The use of SMART strategy is effective for teaching reading comprehension of recount text at the first semester of the eighth grade of SMP N 1 Pulaupanggung in the academic year 2019/2020.

Ho : The use of SMART strategy is not effective for teaching reading comprehension of recount text at the first semester of the eighth grade of SMP N 1 Pulaupanggung in the academic year 2019/2020.



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